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ABSTRACT

The purpose of this program guide is to provide a functional, useable, dynamic action plan for Social Work Services in the Grossmont Union High School District. This is an original endeavor in the area of program development for Social Work Services. The strategy and format proposed in this beginning program is to provide a system and procedures to define, develop, and evaluate responsive Social Work Services outcomes for students, parents, and staff. (Author)

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SOCIAL WORK SERVICES PROGRAM

THOMAS J. JACOBSON, PROJECT DIRECTOR

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PREPARED BY

STEVE P. MANOS, SOCIAL WORKER

GARY D. OATSVALL, SOCIAL WORKER

U S DEPARTMENT OF HEALTH
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Pupil Personnel Services

GROSSMONT UNION HIGH SCHOOL DISTRICT

November, 1976

FOREWORD

The purpose of this Social Work Services program document is to provide a functional, usable, dynamic action plan for Social Work Services in the Grossmont Union High School District. This is an original endeavor in the area of program development for Social Work Services. The strategy and format proposed in this beginning program is to provide a system and procedures to first define, develop, and then evaluate responsive Social Work Services outcomes for students, parents, and staff.

Comments are requested and encouraged from all readers to provide significant input on which to modify or revise this initial program document. With continuing feedback it will be possible to continue to update the Social Work Services program and make it responsive to the needs of both clients and colleagues.

The Social Work Services program document was written by Steve P. Manos and Gary D. Oatsvall, Grossmont Union High School District Social Workers. Assisting in the development of this Social Work Services program document was Dr. Anita Mitchell, consultant, whose expertise and guidance were invaluable.

THOMAS J. JACOBSON, DIRECTOR
PUPIL PERSONNEL SERVICES AND
PROJECT DIRECTOR SOCIAL WORK
SERVICES PROGRAM DEVELOPMENT

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SOCIAL WORK SERVICES PROGRAM

SECTION 1

PRIMARY FUNCTIONS

The primary function of Social Work is to provide psychosocial services to students in the prevention, resolution, or alleviation of personal, social, and emotional problems and needs involving "interagency" relationships (e.g. family, school, peer, community, and organizations) when such conditions have a bearing on the quality of student learning and social functioning. Associated with the above function is the responsibility to facilitate student and family advocacy when necessary and to assist in planned change and development of programs and resources of the school and community for the enhancement of the learner.

STATEMENT OF PURPOSE

Social Work services exist to support the essential purpose of the school, that of providing a setting for learning and teaching and for the attainment of competence and confidence on the part of students. Social Workers share an obligation with all other educational personnel to make school a rich, stimulating and meaningful experience for young persons, one in which they can prepare themselves for the world in which they now live and the world they will face in the future.[1]

The goals of Social Workers in schools center on helping students attain:

1. A sense of confidence
2. A readiness for continued learning

3. An ability to adapt to change, and to change themselves and/or their environment when appropriate.

Increasingly the focus of Social Work is on areas of learning, thinking, and problem solving as well as on the more traditional concerns of relationships, emotions, motivation, and personality. Social Work is concerned also with the relationship between the school (and its operations) and other social institutions in the community, so that they aid the school to carry out its teaching and learning function in ways that contribute to student development and needed social improvements.[2]

Social Work provides some special contributions within the school system by way of its unique constellation of perspective, knowledge, and skills. This uniqueness consists of the following:

1. Training and skills in outreach and crisis intervention. Crisis counseling to help students resolve conflict in high stress situations at a time when student learning can be at its highest and most meaningful level, and when it can promote growth and prevent disability.
2. Knowledge of human behavior and social environments that can facilitate intervention in a variety of settings with a diversity of individuals and groups.
3. A perspective that views the student as the primary client in need of a variety of services, from case and family services to advocacy and ombudsman services, in order to insure that institutional policy reflects current client needs and welfare.

Social Work sees schools as the second most important social institution affecting a child, the first being the family. It is important that a liaison between the two exists so that the contributions and responsibilities of each are maximized. One of the most important aspects of Social Work services has been the function of bringing the two into a cooperative working relationship to create an optimum situation for student development and learning.

Social Workers spend maximum time off campus in order to provide linkages between and among individuals and agencies. The use of a flexible time schedule, coupled with a knowledge base of human behavior, allows for the gathering of significant data for input into the decision-making process of the student, school staff, parents and significant others pertaining to the individual needs of each student.

RELATIONSHIP OF SOCIAL WORKERS' PROGRAM WITH SCHOOL PROGRAM

The Social Workers' are District personnel and are directly responsible to the director of Pupil Personnel Services. Referrals for services will be made through a vice principal or counselor designated by the principal as that school's contact person.

Referrals will be screened by the school contact person before being submitted to the Social Worker assigned to that school.

Referrals judged inappropriate by the Social Worker will be returned to the local school contact person with an explanation. If disagreement exists an appeal may be made to the local principal who, if necessary, may appeal to the director of Pupil Personnel Services. Students and parents may not be aware of the established procedure. If a student or parent contacts a Social Worker directly she/he will be routed through the school contact person.

The Social Worker will be assigned to schools by the director of Pupil Personnel Services.

The Social Workers' program is designed to complement and extend, rather than to replace the Pupil Personnel Services program of the school.

SECTION 3

IDENTIFICATION OF SERVICES AND CASES

Those particular students, problem situations or services identified as "appropriate" for Social Work involvement will cover a wide range from indirect services to direct services. The high school community contains two primary groups of students that are the target of Social Work services:

1. Students who need individual help with personal, social, or family problems.
2. Those students with basically adequate personalities whose needs are not met within their social system.

A comprehensive program will include direct services to students and families in the first group and indirect services that modify or enhance the environment for the second group of students.[3]

Indirect Services

Indirect services are those services provided for the benefit of students and the enhancement of the school and social systems. They are designed to make the environments within which the student must function more compatible with his/her needs. The thrust of these services is developmental and preventive, i.e., developing knowledge and skills (in students, staffs, parents, and others) for advancing effective student functioning, developing student skills for preventing problems, and developing needed resources.

Compared to direct services, indirect services are more planned and comprehensive; they include community and in-school resource development, staff development, consultation, policy influence, and so forth. For instance, crisis intervention skills when shared through example or by more formal inservice training with other staff will allow staff to expand services and will in turn allow Social Workers to move into other areas of service delivery development. Social Workers will continue to respond with direct input in the development of resources by serving on community boards and groups that provide opportunities to influence those resources which directly meet students' and their families' needs.

This service model recognizes the interdependent relationship of the schools to the community's other social institutions and functions. Social Work services are thus defined as responses to the most pressing problems of the schools' students, and to underlying conditions both within and outside the school system that affects large numbers of students.

Many parents as well as students--across all socioeconomic groups--are dissatisfied with schools and feel that they have no effective way to channel their concerns to school staff or to influence the school's functioning.[4] Social Workers will continue to assume active responsibility for consultation with administrators and staff in the formulation of school policy that directly affects the welfare of students. Information for this consultation will come from:

1. Examining the symptoms and determining the causes of student problems in the school system.

2. Sharing knowledge with staff about neighborhood and other cultural and community influences on student lives.
3. Liaison among home, school, and community.

Staff development is planned to enhance the problem solving and preventive guidance skills of student service workers, teachers, and administrative staff to help students meet their needs. The thrust will be to support the goal of helping students acquire the skills to solve current and future problems--not to solve their problems for them or to solve the current problem only.

Methods employed in indirect services may include: group or class presentations; inservice classes or workshops; consultations; service on community groups/boards; parenting skills classes/workshops; and so on.

Summary

A review of traditional tasks of school Social Workers and other student service staff points up the growing importance of indirect services. Students will continue to need help in crises and help to remediate problems, but a static model of crisis intervention and remediation is ineffective and uneconomical in the long run.

The focus of indirect services is on:

1. Student skill building, aided by staff and others, to enhance effective functioning.
2. Student skill building, aided by staff and others, to maximize the ability to prevent and resolve problems.
3. School policy change and development to meet student needs.

4. Community and school resource development for students and families.
5. Staff development.
6. Parenting skill building.
7. Liaison between home, school, and community.

The purpose of indirect services is to enhance students' skills in meeting their needs and to modify their environments to facilitate the use of these skills in an interdependent, democratic setting.

Direct Services

Direct services are services performed directly with students. Direct services will include the activities of:

1. Crisis intervention and prevention
2. Consultation
3. Group Counseling

A crisis is seen as an emotionally hazardous circumstance or stress which constitutes a threat for a student, his/her family, or others because: (a) the stress jeopardizes important life goals such as learning, health, security, etc.; (b) the problems posed do not lend themselves to solution by familiar methods - usually necessitating employment of new patterns of problem resolution.[5] During periods of crises there exists unique opportunities for personal growth, if the student learns and applies skills for solving the problem in a timely and positive way. Thus repeated maladaptive behavior or major disorganization can be avoided.

For our purposes, crisis cases that are opened by a Social Worker will be rated as "high" and "low" active cases:

1. High Active. Cases involve a severe crisis - wherein the student is severely impaired, or about to be impaired, in his/her ability to function or cooc in educational, psychological, or social realms.
2. Low-Active. Cases involve a crisis of lesser severity which is assessed less emotionally threatening, but which needs intervention to prevent an impending breakdown and to promote strength.

A low-active case may be a continuation (or follow-up) of a case that started at referral as high-active. It is assumed that high-active cases would require more time and have a higher priority than low-active cases. However, it is anticipated that provision of adequate Social Work services would eventually result in a reduction of high active cases, and an opportunity to intervene more frequently at the low-active level and prevent many major crises. Examples of case referrals may include such situations as: runaway, abuse, neglect, exploitation, major parent-student conflict, life threatening behavior, substance abuse, unplanned pregnancy, legal problems, health care needs, family breakdown, and so on.

Cases accepted and opened by a Social Worker will be those that require short term (one to eight weeks) casework, family counseling, and resource finding skills for cases in which continued liaison is necessary. Some cases may need intensive short term help from the Social Worker and then may be referred back to the counselor for long-range follow-up with repeated consultation from the Social Worker. The major thrust is in helping the student acquire the skills to solve the current and future problems, not just helping him/her resolve the current problem.

Consultations on particular students and problem situations are also appropriate where the case follow-up is to be done by another student service worker or by an outside agency. These problems and needs may cover a wide range as do opened cases but the Social Worker would not open a case for follow-up.

Group counseling referrals are appropriate, time and space permitting, to help students with their situations and prevent crises from occurring. A case may or may not be opened here depending on how much time outside the group would be required to work with each student.

Intraschool situations that involve the student primarily with his/her teachers, courses, classes, school behavior, would tend to be regarded as the purview of the counselor. Also, a beginning assessment or screening of the nature of the need or problem situation would be initiated by school staff referring a case in order to determine appropriateness and priority of service. For example, if a family problem were suspected then some supporting data would be needed to determine appropriateness and priority.

DELIVERY SYSTEM STATEMENT

At the present time we have established a need for additional Social Work personnel. The following is a plan, with alternatives, as to how we can most effectively deliver our services. Direct services are based on a maximum caseload of twenty-five active cases which is our proposed upper limit for quality service.

Direct Services: Time Breakdown

1. Crisis Intervention and Prevention. (Case and family services.)

(a) High-Active Case - severe crisis. 7 1/2 hours/month/student. (Definition of severe crisis; student is severely impaired, or about to be impaired, in his/her ability to function or cope in educational, psychological or social realms.)

(b) Low-Active Case - a moderate crisis of lesser severity or a follow-up of a decreasing crisis that originated as high-active. 4 1/2 hours/month/student.

2. Case Consultation - no case opened but consultation seen as a must to help staff perform and to help student avoid a crisis. 1 hour/month/student.
3. Group Counseling - 10 hours/month/group. Cases may or may not be opened depending on needed time outside group for each student. (Mostly prevention work.)

Indirect Services: Time Breakdown

1. Staff Development and Workshops. 2 hours/month/Social Worker.
2. Program Development. 2 hours/month/Social Worker.
3. Community Groups/Boards. 2 hours/month/Social Worker.
4. Consultations. 2 hours/month/Social Worker.
5. Parenting Skills Classes/Workshops. 1 hour/month/Social Worker.
6. Group or Class Presentations. 1 hour/month/Social Worker.

As is evident, monthly service needs will vary and it is difficult to know ahead how much time will be needed where. The following are probable monthly alternative examples of time expenditure and service distribution:

Example 1:

Direct Services

- 10 High-active cases] (a high - 15 Low-active cases] maximum)	75.0 67.5	
	142.5	hours/month
- 5 Consultations	5.0	
	147.5	hours/month
- 1 Group	10.0	
	157.5	hours/month

Indirect Services

- All or some activities	5.5	
TOTAL	*163.0	hours/month

Example 2:

Direct Services

- 10 High and 15 low-active (same)	142.5	
- 5 Consultations	5.0	
	147.5	hours/month

Indirect Services

- All or some activities	15.5	
TOTAL	*163.0	hours/month

*Note: 7.5 hour day = 163 hour month

SECTION 3

GOALS OF PROGRAM

The principal thrust of the program is to help students who are involved in interagency conflicts which interfere with learning.

The goals fall in the following areas:

I. Education, Work, and Leisure Alternatives

II. Life Planning, Decision-Making, and Social Responsibility

III. Life Styles, Personal Functioning, and Social Participation

Goals for Students

I. Education, Work, and Leisure Alternatives

The goal is for students:

A. to choose appropriate Education/Work/Leisure pursuits that are personally fulfilling and that contribute in some measure to the quality of life of others.

B. to view their gender as a source of self-esteem and as an opportunity to explore various societal opportunities and roles without arbitrary limitations.

II. Life Planning, Decision-Making, and Social Responsibility

C. to participate in planning and decision making in areas that affect them.

D. to develop knowledge and skills in using human resources of societal institutions and to be aware of the concept of interdependence.

E. to develop an attitude that mental health services are available and desirable at whatever point in their own or others' future they may become necessary.

III. Life Styles, Personal Functioning, and Social Participation

F. to employ effective interpersonal and intrapersonal skills.

G. to develop skills for modifying conditions that present obstacles to their effective functioning and for coping with conditions that cannot be modified.

H. to develop goals and to adopt a life style that is maximally consistent with their values, goals, aspirations, interests ,and abilities.

I. to become knowledgeable of their social settings and societal expectations within which they operate.

J. to make an accurate assessment of self in their social settings.

K. to respect cultural diversity in themselves and others and to become aware of cultural contributions to social institutions.

Goals for Others

The goal is for societal "agencies" (families, individuals, professionals, and organizations):

L. to work cooperatively to promote the welfare of students.

STUDENT OUTCOMES

The following desired,student outcomes are "keyed" by the numbers in parenthesis on the left to correspond to the general areas (I, II, III, p.13) and student goals that they match. In Appendix B a goals-outcomes matrix appears showing the three areas, the goals, and the outcomes grouped together for a quick reference to show how the areas, goals, and outcomes were originally matched and grouped.

The student will:

(II.C) 1. define the extent of services available to him/her through the Social Worker.

(II.C) 2. decide whether to accept Social Work and state the reasons for the choice.

(II.D) 3. interpret the range of and exceptions to confidentiality in deciding whether or not to pursue Social Work services.

(III.F) 4. state the problem.

(III.J) 5. state what part he/she contributes to the problem.

(III.I) 6. state what part other persons/situations/social conditions contribute to the problem.

(III.K,G) 7. identify the need he/she was trying to satisfy by his/her behavior and, if necessary, define alternate ways to reach the desired goal.

(III.J) 8. describe the impact of his/her actions on the rights and responsibilities of others.

(I.A) 9. list needs not being met and find resources to meet them.

(II.C) 10. develop a plan and course of action which can be used to resolve or alleviate the problem.

(III.F) 11. identify his/her usual goal setting, decision-making, problem solving processes.

(II.C) 12. participate in decisions necessary to resolve the problem.

(III.F) 13. describe effective intrapersonal relationship skills.

(III.K,F) 14. demonstrate effective interpersonal relationship skills.

(II.E) 15. list one or more things he/she could do to prevent further problems in the area for which he/she is currently needing help.

(III.F) 16. demonstrate skills in identifying an emerging problem and list strategies for dealing with the problem.

(I. A,B) 17. identify factors of the environment that may serve as sources of new satisfactions and supports in the resolution of conflict and in personal growth.

(II.D) 18. name the person or agency, location, contact person, and contact procedures of referral sources appropriate to help with his/her need or problem.

(II.D) 19. assess assistance received from agencies and persons in terms of its relevance to the problem.

(II.D) 20. identify laws relating to personal rights and sources of assistance when those rights are violated.

(I.B) 21. list educational services that pertain to his/her needs, interests, and abilities.

PARENT(S) OUTCOMES

The definitions of parent(s) includes one or both parents who have custody or one or both legal guardians.

Parent(s) will:

1. accept the plan arrived at with the Social Worker in family services.
2. participate in assessment of problem/need and development of family service plan.
3. discriminate between their own need to know certain information and their student's need for privacy in the help-seeking process.
4. explain the ways they could help in preventing life threatening or emotionally threatening behavior of their student.
5. identify available services of existing community and school

resources related to their needs, and identify procedures for accessing these services.

6. when a referral is made to an outside agency, identify the liaison process established by the Social Worker to insure that service gets under way.
7. identify the unmet need(s) that precipitated the student's problem.
8. report that the policies and services of the school have been interpreted.
9. outline a process of appeal to higher authority if requested.
10. demonstrate effective parenting skills gained through classes or workshops provided by Social Work services.

COMMUNITY AGENCY STAFF OUTCOMES

Community agency staff will:

1. define the primary function of school Social Work services.
2. interpret the rules governing confidentiality of student records.
3. use school Social Worker input to assess needs of the student, his/her family, and the school system as these needs relate to the presenting problem.
4. indicate what services are needed through collaborative efforts.
5. state the reasons why the schools and community agencies need an effective linkage system and why a two-way flow of authorized information is needed.

SCHOOL STAFF OUTCOMES

School staff will:

1. (Student Services staff) accurately identify cases appropriate for referral to Social Workers.

2. verify that Social Work services were provided according to plan.
3. demonstrate knowledge and skills gained from Social Work staff that they can employ in preventive guidance.
4. (Student Services staff) accurately identify cases appropriate for referral to outside agencies.
5. discuss/describe changing family/student lifestyles.

APPENDIXES

APPENDIX A

NEEDS STATEMENT

NEEDS STATEMENT

Social Work services personnel have not completed a specific needs study as yet; therefore, other evidence will be drawn upon which speaks to this area. Two primary resources will be utilized in completing this task:

1. The statewide assessment of needs completed by the Guidance and Counseling Task Force of the State Department of Education in 1975
2. Data on services requested of the Grossmont Social Work Services over the past three years.

The three general areas of Individual Student Needs as identified by the State task force included the following three areas:

A. Need for help in relating to others

B. Need for help in understanding self

C. Need for help in planning for the future

The "Need for help in relating to others" Item A was defined further as specifically meaning that:

1. The student needs to know that someone cares.
2. The student is seen as a worthwhile individual.
3. The student is made to feel he/she belongs.

These specific areas interestingly correlate closely with the primary reasons for referrals accepted by the Grossmont Social Work Services over the past three years.

In 1973-74, 1974-75, and 1975-76 school years, reasons for referral established a definite pattern. In 1973-74 the specific

problem areas most referred were:

1. Parents/students conflicts
2. Child neglect or abuse
3. Chronic absence
4. Runaway or potential runaway
5. Parental or family discord

During the 1975-76 school year, a trend change was noted. Out of twenty-six reasons listed for referral parents/student conflict remained the highest, but child neglect or abuse situations dropped to sixth position as compared to the 1973-74 data. General parental or family discord moved to second place, referrals for "placement needs" became third, runaway or potential runaway was fourth, and marked nervousness or agitation was fifth.

Task Force Study on Student Needs, Item B was identified as the "Need for help in understanding self". Social Workers have responded to this need most often as interpreters to students, to schools, and to families as to the complexities involved. The questions of "Who am I, what can I do, what are my responsibilities?" continue to distress many students. Within many of the Grossmont schools vast diversities of background complicate this question even further. One high school student population may vary considerably from another, or within a high school the diversity of backgrounds will demand attention to those different variables that affect a student's reactions to a given situation. This point is illustrated in the following example.

In different subgroups within a school students may have never had to contend with implacable conditions generated by extreme poverty or economic depression; they may never have experienced the need to care

for growing plants and domestic animals, duties which demand self-discipline if one is to be successful. Students may instead have become skillfull in manipulating or pleasing people--parents, friends, or others possessing authority. To these students it often seems that when they do not get what they want it is because someone is deliberately withholding and therefore their frustration may easily become transformed into hostility.[6]

The other student population, coming in from the back country, becomes frustrated when school staffs are intolerant of their directness or straightforwardness in dealing with problem situations. Their assumption of responsibilities as mentioned previously creates specific agendas which these students must follow each day to assure stability and maintain the economic conditions of the home. Forgetting or avoiding the feeding or watering of livestock can have catastrophic effects on the total family. Their day is by necessity organized and planned. The resentment of how other students seem to have free time for leisure pursuits is often a cause for hostilities. These same students who are more accustomed to direct confrontations with problems, rather than with the manipulation of events or sublimation of desires, sometimes find school authority intolerant of their behavior. This group of students has had a tendency to fight, not institute flight; and therefore, they may often be in conflict.

Differing student needs presented to the Social Workers have necessitated further development in understanding diversified cultural backgrounds in order to be effective in working with students, families and staff in order to facilitate a more positive look at conflict resolution. At the same time, Social Workers must be careful not to stifle

or jeopardize traits which can be extremely valuable for both groups of students when applied to appropriate situations.

In assisting someone in the understanding of self, Social Workers must see to it that recognition is given to the different values and motivations of people involved in the interpretation. For youth, questions regarding self center on:

Where am I going?

How close can I allow myself to be to other people and not be hurt?

If I get angry will it cause hurt or will I be hurt?

Am I independent?

How independent should I be?

For adults the questions are:

Has my life been worthwhile?

Is it worthwhile now?

Have I been a success?

Often parents feel their lives are validated only through their children's successes; and therefore, the questions of whether my children are accepting the lifestyles , values, ideas, and ideals I have given them have major importance.[7] The needs expressed here are from two vantage points and unless recognized result in conflict. The Social Workers' task in interpreting these variables, or in serving as case collaborator, necessitates the recognition of these and other facets in order to keep clear what is, and what needs to be understood and resolved. A variety of interpretations applied to the same subject area in social situations can become confusing and too overwhelming to those directly involved. At this point professional intervention may become necessary.

Concerning Task Force Study, Item C "Need for help in planning for the future", Social Work Services have not dealt with career planning as a primary area as emphasized in the State Department study, but have dealt with long range personality qualities which affect success in this area. Social Workers help develop intrapersonal and interpersonal skills by helping students learn the processes of goal setting, decision-making, problem solving, and by acquiring a genuine attitude of acceptance and tolerance of other people's differences and lifestyles. The commitment of Social Work Services is to assist students in developing a strong self-concept and a healthy appreciation of self so that they may become contributing and productive citizens.

Skill building in interpersonal communications is seen as a major thrust as reflected by the number of past referrals concerning this conflict area. The Grossmont Master Plan for Career Guidance and Counseling and the California Model for Career Guidance Curriculum K-Adult speak to many of our primary objectives in this area.

The primary objective of Social Work services as outlined in an earlier section is to help the student realize, understand and utilize in his/her own planning, the fact that his/her personal characteristics are unique and will influence his/her success in interpersonal situations, and will also influence future occupational success. To meet the needs expressed Social Work Services attempts to help the student learn that the unique self--the pattern of personal characteristics--is not a static entity but a dynamic being with inherent power to change in a continuous process according to life's demands and experiences. Recognition that change is possible will enable the student to recognize how successes and failures contribute to occupational

decision-making. The student will also see how his/her own self-concept determines and reacts to and influences his/her own environment.

Referrals regarding parents/student conflict often reflect the concern parents have for ways in which their children spend leisure time. A recognition of the importance of leisure time activity and its contribution to a well-balanced and meaningful life is an area approached and emphasized by the Social Work program, while at the same time placing leisure time in perspective with other demands which all students/parents experience. It is the philosophy of the Social Work program that an understanding of a need for balance in student activity and use of leisure time will help facilitate responsibility and will assist the student in recognizing that the availability of time for leisure activities is not equally distributed among occupational groups. Students are (or will be) encouraged to apply their own attitudes and values concerning leisure time to a career recognizing that personal satisfaction is related in part to effective involvement in leisure time activities and an important step toward understanding the total self.

Assisting a student in obtaining a job for wage or credit while in high school can make tremendous contributions toward the understanding of self and often can help in the resolution of conflicts. The contributions of work can give personal fulfillment and the recognition that lifestyles and occupations are interrelated. The realization of psychological and social satisfactions experienced by the activity of work and the awareness that certain traits can affect job situations is a useful tool in resolving conflict situations. In short, the value in having a job can often alleviate many problem areas; therefore, this need is recognized and often used as part of a case service plan.

Primary Services Requested from Social Work Services

Overall, services requested have centered on those situational problems developing within the home which have had a direct bearing on the student's performance at school. The value of the ongoing Social Work program to other Pupil Personnel Services staff has been our assertive outreach service into the home and community. This has made possible the inclusion of an area of influence not previously acknowledged as accessable.

The recognition of the need to become more involved with the home has led to other identified areas of need involving such influences as the community, family, economic, and health needs. Thus the importance of recognizing the total person, including all areas affecting that individual, enhances resolution of situational problems. In the past poor attendance, often the guise for other problems, frequently resulted in the dropping of students from school. Now poor attendance results in an exploration for causes which may go beyond the school but which have a dramatic effect on student performance. Student behaviors reflecting depression, withdrawal, destructive or hostile reactions are now more closely scrutinized as to their genesis.

The needs of students in the Grossmont District will constantly change. As in the past, services will continue to be updated to meet this change. For example, four years ago drug abuse (excluding alcohol) was a primary crisis situation dealt with by Social Workers. Following a period in which schools began to understand the problem better, efforts were begun in the areas of prevention rather than provision of services after the crisis had occurred. As needs change, Social Work staff redirect their energies toward new priorities so student needs can be identified and, if possible, met.

APPENDIX B

GOALS-OUTCOMES MATRIX

GOALS-OUTCOMES MATRIX

GOALS OF PROGRAM

The principal thrust of the program is to help students who are involved in interagency conflicts which interfere with learning.

The goals fall in the following areas:

I. Education, Work, and Leisure Alternatives

II. Life Planning, Decision Making, and Social Responsibility

III. Lifestyles, Personal Functioning, and Social Participation

--oOo--

I. Education, Work, and Leisure Alternatives

Goals

The goal is for students:

A. to choose appropriate Ed/Work/Leisure pursuits that are personally fulfilling and that contribute in some measure to the quality of life of others.

B. to view their gender as a source of self-esteem and as an opportunity to explore various societal opportunities and roles without arbitrary limitations.

Student Outcomes

The student will:

(I.A) 9. list needs not being met and find resources to meet them.

(I.A,B) 17. identify factors of the environment that may serve as sources of new satisfactions and supports in the resolution of conflict and in personal growth.

(I.B) 21. list educational services that petain to his/her needs, interests, and abilities.

II. Life planning, Decision Making, and Social Responsibility

Goals

The goal is for students:

C. to participate in planning and decision making in areas that affect them.

D. to develop knowledge and skills in using human resources of societal institutions and to be aware of the concept of interdependence.

E. to develop an attitude that mental health services are available and desirable at whatever point in their own or others' future they may become necessary.

Student Outcomes

The student will:

(II.C) 1. define the extent of services available to him through the Social Worker.

(II.C) 2. decide whether to accept Social Work services and state the reasons for the choice.

(II.D) 3. interpret the range of and exceptions to confidentiality in deciding whether or not to pursue Social Work services.

(II.C) 10. develop a plan and course of action which can be used to resolve or alleviate the problem.

(II.C) 12. participate in decisions necessary to resolve the problem.

(II.E) 15. list one or more things he/she could do to prevent further problems in the area for which he/she is currently needing help.

(II.D) 18. name the person or agency, location, contact person, and contact procedures of referral sources appropriate to help with his/her need or problem.

(II.D) 19. assess assistance received from agencies and persons in terms of its relevance to the problem.

(II.D) 20. identify laws relating to personal rights and sources of assistance when those rights are violated.

III. Lifestyle, Personal Functioning, and Social Participation

Goals

The goal is for students:

F. to employ effective interpersonal and intrapersonal skills.

G. to develop skills for modifying conditions that present obstacles to their effective functioning and for coping with conditions that cannot be modified.

H. to develop goals and to adopt a lifestyle that is maximally consistent with their values, goals, aspirations, interests, and abilities.

I. to become knowledgeable of their social settings and societal expectations within which they operate.

J. to make an accurate assessment of self in their social settings.

K. to respect cultural diversity in themselves and others and to become aware of cultural contributions to social institutions.

Student Outcomes

The student will:

(III.F) 4. state the problem.

(III.J) 5. state what part he contributes to the problem.

(III.I 6. state what part other persons/situations/social conditions contribute to the problem.

(III.K,G) 7. identify the need he/she was trying to satisfy by his/her behavior and, if necessary, define alternate ways to reach the desired goal.

(III.J) 8. describe the impact of his/her actions on the rights and responsibilities of others.

(III.F) 11. identify his/her usual goal setting, decision-making, problem solving processes.

(III.F) 13. describe effective intrapersonal relationship skills.

(III.K,F)14. demonstrate effective interpersonal relationship skills.

(III.F) 16. demonstrate skills in identifying an emerging problem and list strategies for dealing with the problem.

--oOo--

Goals for Others

The goal is for societal "agencies" (families, individuals, professionals, and organizations):

L. to work cooperatively to promote the welfare of students.

APPENDIX C

QUESTIONNAIRES

STUDENT QUESTIONNAIRE

LETTER TO PARENTS

PARENT QUESTIONNAIRE

SCHOOL STAFF QUESTIONNAIRE

GROSSMONT UNION HIGH SCHOOL DISTRICT
SOCIAL WORK SERVICES PROGRAM

STUDENT QUESTIONNAIRE

Our school Social Workers work with many students and families in our district who seek help during the year. You or a friend may at some time need help and want to talk to your school Social Worker. Please rate the following statements to show what help you think is important for a student to expect from a school Social Worker. Responses and comments gained from you and other students will help us improve our school Social Work services to students in the Grossmont District.

For each of the following statements, please check the square that you think shows the degree of importance of each. (Please make any comments about any statement or about additional statements you think are needed on the sheet provided at the end of the questionnaire.) Thank you.

---

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
1.	know about the services available to them through a school Social Worker.	☐	☐	☐
2.	be able to decide whether or not to accept the Social Worker's help and state the reasons for the choice.	☐	☐	☐
3.	know the range of and exceptions to confidentiality rules in deciding whether or not to accept the Social Worker's help.	☐	☐	☐
4.	be able to state the problem he/she is experiencing soon after seeking assistance from the Social Worker.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
5.	be able to define his/her part in that problem.	☐	☐	☐
6.	be able to define the part other persons or the environment (home, school) contribute to the problem.	☐	☐	☐
7.	be able to identify the need he/she was trying to satisfy by his/her behavior and, if needed, learn other ways to reach the same goal.	☐	☐	☐
8.	be able to describe the effect his/her actions have on the rights and responsibilities of others.	☐	☐	☐
9.	be able to list his/her needs not being met and be able to find available help to meet these needs.	☐	☐	☐
10.	be able to develop a plan and course of action which he/she can use to solve a problem.	☐	☐	☐
11.	be able to understand the usual way he/she plans things, decides things, and solves problems.	☐	☐	☐
12.	have a clear choice in decisions necessary to solve a problem involving him/her	☐	☐	☐
13.	be able to describe what works best for him/her personally.	☐	☐	☐
14.	be able to describe what works best for him/her in dealing with other people.	☐	☐	☐
15.	be able to list at least one thing he/she could do differently if faced with a similar problem	☐	☐	☐
16.	be able to show how to recognize a beginning problem and list ways for dealing with it.	☐	☐	☐
17.	be able to identify things in his/her community, school, or family that can help him/her grow personally, that are satisfying, and that can help resolve conflicts.	☐	☐	☐
18.	be able to describe an agency to which he/she is referred by the school Social Worker, describe the help offered, and describe how to obtain services.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
19.	be able to state whether or not help received from a community person or agency was useful to his/her needs or problem.	☐	☐	☐
20.	know what laws relate to personal rights and what to do if these rights are violated.	☐	☐	☐
21.	know what educational services exist to satisfy his/her needs, interests, and abilities.	☐	☐	☐

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STUDENT QUESTIONNAIRE

Comments, if any:

Name (Optional)

GROSSMONT UNION HIGH SCHOOL DISTRICT
SOCIAL WORK SERVICES

PARENT QUESTIONNAIRE

Dear Parents:

Social Work Services is now in the process of evaluating the type of services which have been offered to students and their families within the Grossmont district. We invite your assistance in this process. You may not be that well acquainted with our services; therefore, this questionnaire has a two-fold purpose as we believe it will inform you as to the specifics of our program in addition to providing us with your input regarding our future planning.

The primary function of Social Workers in the Grossmont School District is to provide services to students whenever problems develop that have a direct bearing on the student's performance at school. Often this involves direct contact with a family to utilize their assistance in identifying with the student ways of resolving, alleviating, or preventing further conflict. This linkage service is extremely important to insure that input is received from the student and parents in order that decisions are made as a joint process and reflect the best interests of the student. Confidential information will be treated as such. Other information is shared with those involved to form a workable service plan.

It has been our experience that some families feel reluctant to approach the school whenever a problem is evolving, therefore, it is the commitment of this district to insure that all input is received and that you are involved with the planning process.

Your assistance in this questionnaire will greatly influence the future direction Social Work Services will take.

If you have any questions, please feel free to contact our office - 465-3131, extension 230. Thank you.

Social Work Services

GROSSMONT UNION HIGH SCHOOL DISTRICT
SOCIAL WORK SERVICES PROGRAM

PARENT QUESTIONNAIRE

We are conducting a survey of desired student outcomes (or services) as a continuing part of updating and improving Grossmont District's Sockal Work Services program. We are sending questionnaires to students, parents, certificated school staff, and others for their input. Your help will be greatly appreciated in this effort. Please rate the following statements according to your view of what should be expected from school Social Work services for the benefit of high school students.

At the end of the student outcomes will appear a few statements describing parent outcomes that might be expected from school Social Work services for the benefit of parents. Please rate them in the same manner. (Please make any comments about any statement or about additional things you think are needed. A page for comments is provided at the end of this questionnaire.) Thank you.

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1. Important 2. Somewhat important 3. Not important

STUDENT OUTCOMES

The high school student(s) in this district should:

	1	2	3
1. know about the services available to them through a school Social Worker.	☐	☐	☐
2. be able to decide whether or not to accept the Social Worker's help and state the reasons for the choice.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
3.	know the range of and exceptions to confidentiality rules in deciding whether or not to accept the Social Worker's help.	☐	☐	☐
4.	be able to state the problem he/she is experiencing soon after seeking assistance from the Social Worker.	☐	☐	☐
5.	be able to define his/her part in that problem.	☐	☐	☐
6.	be able to define the part other persons or the environment (home, school) contribute to the problem.	☐	☐	☐
7.	be able to identify the need he/she was trying to satisfy by his/her behavior and, if needed, learn other ways to reach the same goal.	☐	☐	☐
8.	be able to describe the effect his/her actions have on the rights and responsibilities of others.	☐	☐	☐
9.	be able to list his/her needs not being met and be able to find available help to meet these needs.	☐	☐	☐
10.	be able to develop a plan and course of action which he/she can use to solve a problem.	☐	☐	☐
11.	be able to understand the usual way he/she plans things, decides things, and solves problems.	☐	☐	☐
12.	have a clear choice in decisions necessary to solve a problem involving him/her.	☐	☐	☐
13.	be able to describe what works best for him/her personally. (Intrapersonal skills)	☐	☐	☐
14.	be able to describe what works best for him/her in dealing with other people. (Interpersonal skills)	☐	☐	☐
15.	be able to list at least one thing he/she could do differently if faced with a similar problem.	☐	☐	☐
16.	be able to show how to recognize a beginning problem and list ways for dealing with it.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
17.	be able to identify things in his/her community, school, or family that can help him/her grow personally, that are satisfying, and that can help resolve conflicts.	☐	☐	☐
18.	be able to describe an agency to which he/she is referred by the school Social Worker, describe the help offered, and describe how to obtain services.	☐	☐	☐
19.	be able to state whether or not help received from a community person or agency was useful to his/her needs or problem.	☐	☐	☐
20.	know what laws relate to personal rights and what to do if these rights are violated.	☐	☐	☐
21.	know what educational services exist to satisfy his/her needs, interests, and abilities.	☐	☐	☐

The following statements are parent outcomes that might be expected from Social Work services to assist parents in dealing with their student's needs. Please rate the following according to how you value their importance as benefits to parents from Grossmont District's school Social Workers.

PARENT OUTCOMES

Parents of Grossmont District students should be able to:

		1	2	3
1.	accept the plan arrived at with the Social Worker in family services.	☐	☐	☐
2.	participate in the assessment of the problem or need and in the development of a family service plan.	☐	☐	☐
3.	discriminate between their own need to know and their student's need for privacy when seeking help with a problem.	☐	☐	☐
4.	explain the ways they could help in preventing life-threatening or emotionally threatening behavior of their student.	☐	☐	☐
5.	identify available services of existing community and school resources related to their needs, and describe ways for obtaining these services.	☐	☐	☐
6.	describe the referral process to an outside agency established by the Social Worker so they can insure that service gets under way.	☐	☐	☐
7.	identify the unmet need(s) that led to the student's problem.	☐	☐	☐
8.	report that the policies and services of the school have been explained.	☐	☐	☐
9.	outline a process of appeal to higher authority if needed by the parent	☐	☐	☐
10.	demonstrate effective parenting skills gained through classes or workshops provided by Social Work services.	☐	☐	☐

PARENT QUESTIONNAIRE

Comments, if any:

Name (Optional)

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GROSSMONT UNION HIGH SCHOOL DISTRICT
SOCIAL WORK SERVICES PROGRAM

SCHOOL STAFF QUESTIONNAIRE

We are conducting a desired outcomes assessment as a continuing part of updating and improving our District's Social Work Services program. We are sending similar questionnaires to students, parents, certificated school staff, and others for their input. Your help will be greatly appreciated in this effort. Please rate the following desired student outcomes according to your perception of what should be expected from school Social Work services for the benefit of high school students.

At the end of the student outcomes will appear a few statements related to school staff outcomes that might be expected from Social Work services. Please rate them in the same manner. (Please make any comments about any statement or about additonal things you think are needed. A page for comments is provided at the end of this questionnaire.)
Thank you.

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1. Very important 2. Somewhat important 3. Not important

STUDENT OUTCOMES

The high school student(s) in this district should:

	1	2	3
1. know about the services available to them through a school Social Worker.	☐	☐	☐
2. be able to decide whether or not to accept the Social Worker's help and state the reasons for the choice.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
3.	know the range of and exceptions to confidentiality rules in deciding whether or not to accept the Social Worker's help.	☐	☐	☐
4.	be able to state the problem he/she is experiencing soon after seeking assistance from the Social Worker.	☐	☐	☐
5.	be able to define his/her part in that problem.	☐	☐	☐
6.	be able to define the part other persons or the environment (home, school) contribute to the problem.	☐	☐	☐
7.	be able to identify the need he/she was trying to satisfy by his/her behavior and, if needed, learn other ways to reach the same goal.	☐	☐	☐
8.	be able to describe the effect his/her actions have on the rights and responsibilities of others.	☐	☐	☐
9.	be able to list his/her needs not being met and be able to find available help to meet these needs.	☐	☐	☐
10.	be able to develop a plan and course of action which he/she can use to solve a problem.	☐	☐	☐
11.	be able to understand the usual way he/she plans things, decides things, and solves problems.	☐	☐	☐
12.	have a clear choice in decisions necessary to solve a problem involving him/her.	☐	☐	☐
13.	be able to describe what works best for him/her personally. (Intrapersonal skills)	☐	☐	☐
14.	be able to describe what works best for him/her in dealing with other people. (Interpersonal skills)	☐	☐	☐
15.	be able to list at least one thing he/she could do differently if faced with a similar problem.	☐	☐	☐
16.	be able to show how to recognize a beginning problem and list ways for dealing with it.	☐	☐	☐

1. Important 2. Somewhat important 3. Not important

The high school student(s) in this district should:

		1	2	3
17.	be able to identify things in his/her community, school, or family that can help him/her grow personally, that are satisfying, and that can help resolve conflicts.	☐	☐	☐
18.	be able to describe an agency to which he/she is referred by the school Social Worker, describe the help offered, and describe how to obtain services.	☐	☐	☐
19.	be able to state whether or not help received from a community person or agency was useful to his/her needs or problem.	☐	☐	☐
20.	know what laws relate to personal rights and what to do if these rights are violated.	☐	☐	☐
21.	know what educational services exist to satisfy his/her needs, interests, and abilities.	☐	☐	☐

SCHOOL STAFF OUTCOMES

School staff in this district should:

		1	2	3
1.	(Counselors and Vice Principals should) accurately identify cases appropriate for referral to Social Workers.	☐	☐	☐
2.	Verify that Social Work services were provided according to plan.	☐	☐	☐
3.	Demonstrate knowledge and skills gained from Social Work staff that they can employe in preventive guidance.	☐	☐	☐
4.	(Student services staff should) accurately identify cases appropriate for referral to outside agencies.	☐	☐	☐
5.	Be able to discuss/describe changing family/ student lifestyles.	☐	☐	☐

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SCHOOL STAFF QUESTIONNAIRE

Comments, if any:

8/76

Name (Optional)

APPENDIX D

EVALUATION INSTRUMENTS: DEMONSTRATION TASKS/SUCCESS CRITERIA OUTLINES

- STUDENT OUTCOMES EVALUATION INSTRUMENT
- PARENT(S) OUTCOMES EVALUATION INSTRUMENT
- COMMUNITY AGENCY STAFF OUTCOMES EVALUATION INSTRUMENT
- SCHOOL STAFF OUTCOMES EVALUATION INSTRUMENT

SOCIAL WORK SERVICES PROGRAM

STUDENT OUTCOMES EVALUATION INSTRUMENT

A = Demonstration Task: States what the student will do.

B = Success Criteria: Behavior indicating mastery of the desired outcome.

Numbers correspond to respective student outcomes.

1. A. Student defines services available to him/her through the Social Worker during a conference with the Social Worker.
   B. Response includes two of the major services offered by the Social Worker.
2. A. Student decides that he/she accepts or rejects Social Work Services and gives at least one reason.
   B. Response includes one reason related to Social Worker's capabilities for his/her acceptance or rejection of services.
3. A. Student interprets the range of and exceptions to confidentiality related to his/her problem or need.
   B. Confidentiality policies and laws related to his/her situation are stated.
4. A. Student states the problem within a reasonable amount of time after Social Work services begin.
   B. Core problem identified is verified by Social Worker's judgment.
5. A. Student states what part he/she contributes to the problem.
   B. Response identifies at least one of his/her actions that contributes to or maintains the problem. Actions identified must relate

to the problem.

6. A. Student states what part other persons/situations/social conditions contribute to the problem.

   B. Response identifies at least one way other persons/situations/social conditions contribute to the problem.

7. A. Student identifies the need he/she was trying to satisfy by his/her behavior and, if necessary, defines alternate ways to reach the desired goal.

   B. Response gives evidence that need and behavior are understood. At least one alternate way to reach desired goal is defined, if necessary.

8. A. Student describes the impact of his/her actions on the rights and responsibilities of others.

   B. Response accurately reflects one or more ways his/her actions have on rights/responsibilities of others.

9. A. Student lists needs not being met and finds resources to meet them.

   B. Response clarifies unmet needs related to problem. At least one existing resource is listed for each need.

10. A. Student develops a plan and course of action which can be used to resolve or alleviate the problems.

    B. Response describes at least one reasonable plan which can alleviate or resolve the problem.

11. A. Student identifies usual goal setting, decision-making, problem solving processes.

    B. Response gives evidence of awareness of characteristic ways he/she plans and makes decisions related to problem solving.

12. A. Student participates in decisions necessary to resolve the problem.

    B. Response gives evidence that he/she did participate in all significant decisions toward resolution of the problem.

13. A. Student describes effective intrapersonal relationship skills.

    B. Response outlines the basic elements of effective intrapersonal relationships as discussed with the Social Worker.

14. A. Student demonstrates effective interpersonal relationship skills.

    B. Observed behavior demonstrates effective interpersonal skills as evidenced by student's description and as verified by Social Worker's assessment of actual interaction or simulated interaction.

15. A. Student lists one or more things he/she could do to prevent further problems in the area for which he/she is currently needing help.

    B. Alternatives listed relate to prevention in area which student is seeking help.

16. A. Student demonstrates skills in identifying an emerging problem and lists strategies for dealing with the problem.

    B. Response clearly demonstrates at least one skill in identifying an emerging problem and what can be done about it.

17. A. Student identifies factors of the environment that may serve as sources of new satisfactions and supports in the resolution of conflict and in personal growth.

    B. Response gives evidence of awareness of at least one factor in the social/physical environment that can logically contribute to personal support, satisfactions, and growth.

18. A. Student names the person or agency, location, contact person, and contact procedures of referral sources appropriate to help with his/her need or problem.

    B. The specifics as to agency, location, contact person ,and contact procedures of appropriate referral sources that can help with his/her problem or need are accurately listed.

19. A. Student assesses assistance received from agencies and persons in terms of its relevance to the problem.

    B. Response gives evidence of awareness of agency/individual intervention and its effects on his/her problem.

20. A. Student identifies laws relating to personal rights and sources of assistance when those rights are violated.

    B. At least one specific law and/or policy relating to personal rights and at least one source of assistance that can be used when rights are violated are listed.

21. A. Student lists educational services that pertain to his/her needs , interests, and abilities.

    B. Response includes three educational services that clearly relates to his/her needs, interests, and abilities.

SOCIAL WORK SERVICES PROGRAM

*PARENT(S) OUTCOMES EVALUATION INSTRUMENT

A = Demonstration Task: States what the parent(s) will do.

B = Success Criteria: Behavior indicating mastery of the desired outcome.

Numbers correspond to respective parent(s) outcomes.

1. A. Parent(s) accepts the plan arrived at with the Social Worker in family services.

   B. Verbal or written response gives evidence that plan arrived at with Social Worker is acceptable.

2. A. Parent(s) participates in assessment of problem/need and development of family service plan.

   B. Response will clearly outline their participation in family service plan that includes them.

3. A. Parent(s) will discriminate between their need to know certain information and the student's need for privacy in seeking help.

   B. The student's need for privacy in areas of the helping process is clearly acknowledged by the parent(s).

4. A. Parent(s) explain the ways they could help in preventing life threatening or emotionally threatening behavior of their student.

   B. Response includes at least two ways parent(s) can help prevent life threatening or emotionally threatening behavior of their student.

5. A. Parent(s) identify services of existing community and school resources related to their needs, and identify procedures for accessing these services.

B. Response will identify at least one existing community and one existing school resource related to their family needs. For each they will outline procedures for access to services.

6. A. When a referral is made to an outside agency, parent(s) will identify the liaison process established by the Social Worker to insure that service gets under way.

   B. The agency liaison process established by the Social Worker is clearly outlined verbally or in writing by the parent(s).

7. A. Parent(s) identifies the unmet need(s) that precipitated the student's problem.

   B. The core need that precipitated the problem is identified by parent(s) as verified by the Social Worker's judgment.

8. A. Parent(s) reports that the policies and services of the school have been interpreted.

   B. Response gives evidence that relevant policies and services of the school system have been interpreted by the Social Worker.

9. A. Parent(s) outlines a process of appeal to higher authority if requested.

   B. An appeal process will be outlined verbally or in writing if this is needed.

10. A. Parent(s) demonstrate effective parenting skills gained through classes or workshops provided by Social Work services.

    B. Verbal, written, and other behavioral responses will demonstrate that parent(s) have gained effective parenting skills through classes given by Social Work services.

*Definition of parent(s) includes one or both parents, or one or both legal guardians.

SOCIAL WORK SERVICES PROGRAM

COMMUNITY AGENCY STAFF OUTCOMES EVALUATION INSTRUMENT

A = Demonstration Task: States what the community agency staff will do.

B = Success Criteria: Behavior indicating mastery of the desired outcome.

Numbers correspond to respective community agency staff outcomes.

1. A. Community agency staff will define the primary function of school Social Work services.

   B. Response demonstrates an understanding of the primary functions of Social Workers in the district.

2. A. Community agency staff will interpret the rules governing confidentiality of student records.

   B. Rules governing confidentiality, especially those related to the presenting problem, are verbalized by agency staff before further collaboration proceeds.

3. A. Community agency staff will use school Social Worker input to assess needs of the student, his/her family, and the school system as these needs relate to the presenting problem.

   B. Response identifies how authorized Social Work input was used toward resolution of presenting problem.

4. A. Community agency staff will indicate what services are needed through collaborative efforts with Social Work services.

   B. Those services needed as developed through collaboration with the Social Workers are listed.

5. A. Community agency staff will state the reasons why the schools and community agencies need an effective linkage system and why a two-way flow of authorized information is needed.

   B. The response given indicates at least two reasons why the schools and community agencies need effective linkage and effective two-way flow of authorized information.

SOCIAL WORK SERVICES PROGRAM

SCHOOL STAFF OUTCOMES EVALUATION INSTRUMENT

A = Demonstration Task: States what the staff members will do.

B = Success Criteria: Behavior indicating mastery of the desired outcome.

Numbers correspond to respective school staff outcomes.

1. A. Counselors and vice principals will accurately identify cases appropriate for referral to Social Workers.

   B. Response accurately identifies cases for referral to Social Workers according to criteria developed in Social Work program.

2. A. School staff will verify that Social Work services were provided according to plan.

   B. Responses of those involved in a service plan for students verify verbally or in writing that Social Work services were provided according to plan or contingency plans.

3. A. School staff will demonstrate knowledge and skills gained from Social Work staff that they can employ in preventive guidance.

   B. Responses demonstrate that collaborative work with Social Worker and any inservice provided by Social Work services produced the basic skills and knowledge needed for preventive guidance.

4. A. Student Services staff will accurately identify cases appropriate for referral to outside agencies.

   B. Responses accurately identify the basic types of case situations that are appropriate for outside agency referral.

5. A. School staff will discuss/describe changing family/student lifestyles.

   B. The important elements of student/family lifestyles are discussed/described by school staff when relevant to a Social Work services situation.

APPENDIX E

TENTATIVE TIME AND TASK ANALYSIS

GROSSMONT UNION HIGH SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES

8-6-76

SOCIAL WORK SERVICES PROGRAM

TENTATIVE TIME AND TASK ANALYSIS

PRODUCT OBJECTIVE	ACTIVITY	RESP. PERSONS	TIME LINE	COMPLETED	HOW EVALUATED	COMMENT
1.0 Social Work Program Document	1.1 Complete Evaluation Section	1.1 Steve & Gary	1.1 7-30-76	1.1 Completed Evaluation Section		
	1.2 Compile sections, edit for inconsistencies, write linkages.	1.2 Steve	1.2 8-6-76	1.2 Completed document		
	1.3 Compile a Table of Contents.	1.3 Steve	1.3 8-6-76	1.3 Completed Table of Contents.		
	1.4 Design a cover for the Social Work Services Program	1.4 T.J.J.	1.4 8-6-76	1.4 Completed cover.		
2.0 Development of a process for acceptance and use of the Social Work Services Program in the GUHSD.	2.1 Reproduce Social Work Services Program.	2.1 T.J.J.	2.1 8-20-76	2.1 Reproduced Social Work Services Program.		
	2.2 Develop a process for dissemination with Dr.McClintic	2.2 T.J.J. and Dr.McClintic	2.2 8-20-76	2.2 Written memo of procedures to follow.		
	2.3 Formation of and meeting of a Pilot Principals' Group	2.3 T.J.J. and Dr.McClinic, also Steve and Gary	2.3 8-31-76	2.3 Minutes of the meeting.		

GROSSMONT UNION HIGH SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES

8-6-76

SOCIAL WORK SERVICES PROGRAM

TENTATIVE TIME AND TASK ANALYSIS

PRODUCT OBJECTIVE	ACTIVITY	RESP. PERSONS	TIME LINE	COMPLETED	HOW EVALUATED	COMMENT
	2.4 Presentation of S.W. Services Program to Principals' Council	2.4 T.J.J., Dr. McClintic and Pilot Principal	2.4 9-15-76	2.4 Minutes of meeting. Written acceptance of the S.W.Services Program with suggested modifications.		
	2.5 Presentation to individual school PPS workers	2.5 T.J.J. and Social Worker assigned to.	2.5 10-15-76	2.5 Written commitment by each principal to the District Social Work Services Program with appropriate modifications.		
	2.6 Development of an interim report to Dr. McClintic on completion of 2.1 through 2.6	2.6 T.J.J.	2.6 10-22-76	2.6 Written report		
3.0 Lists of priority outcomes by sub-populations	3.1 Pilot testing and revision of instruments.	3.1 Steve and Gary	3.1 8-6-76	3.1 Completed revised instrument.		
	3.2 Schedule Desired Outcomes Assessment.	3.2 T.J.J.	3.2 9-20-76	3.2 Published Schedule of Desired Outcomes Assessment.		
	3.3 Select sample for Desired Outcomes	3.3 Steve and Gary in schools of assignment	3.3 10-15-76	3.3 Written selected sample.		

GROSSMONT UNION HIGH SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES

SOCIAL WORK SERVICES PROGRAM

TENTATIVE TIME AND TASK ANALYSIS

PRODUCT OBJECTIVE	ACTIVITY	RESP. PERSONS	TIME LINE	COMPLETED	HOW EVALUATED	COMMENT
	3.4 Administer Desired Outcomes Assessment.	3.4 Local school vice principal.	3.4 11-1-76	3.4 Publish		
	3.5 Collate and summarize Desired Outcomes Assessment.	3.5	3.5 11-15-76	3.5 Completed collated Desired Outcomes.		
	3.6 Analyze Desired Outcomes Assessment data.	3.6 T.J.J., Steve and Gary	3.6 12-1-76	3.6		
	3.7 Report of analysis of Desired Outcomes Assessment.	3.7 T.J.J., Steve and Gary	3.7 12-1-76	3.7 Completed report.		
4.0 Attainment of S.W. Services Program Student Outcomes	4.1 Implementation of GUHSD Social Work Services Program	4.1 Steve and Gary	4.1 9-1-76/ 6-30-77			
	4.2 Evaluation of student, staff, parent outcome objectives in the S.W. Services Program.	4.2 Steve and Gary	4.2 9-1-76/ 6-30-77	4.2 Completed Document Final report.		

NOTES AND REFERENCES

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